

# Review of Expenditure - 2018/19

Previous Academic Year

Desired outcome	Chosen action/approach	Cost	Estimated Impact	Lessons Learned
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## Quality of teaching for all

A	<ul style="list-style-type: none"> <li>• Deployment of SLE in English to focus on attainment and Progress of PP students</li> <li>• Lesson visits to observe and QA Year 11 provision, with specific focus on HAPs and PP students.</li> <li>• Work trawls to check quality of work in books, with clear actions to follow.</li> <li>• Regular pupil progress meetings with staff, led by TLR holders, to ensure pupils are on track. These will occur in departmental meetings.</li> <li>• A programme of BIG LECTURES in place to support students with the poetry.</li> <li>• HPP students to receive SLE master classes (refer to English Action Plan)</li> </ul>	£15,000	<p><b>Impact: High</b></p> <table border="1" data-bbox="770 694 1711 1107"> <thead> <tr> <th colspan="3" style="text-align: center;">Key Measures – Disadvantaged Pupils</th> </tr> <tr> <th style="text-align: left;">Measure</th> <th style="text-align: center;">2017/18</th> <th style="text-align: center;">2018/19</th> </tr> </thead> <tbody> <tr> <td>9-4% in English &amp; Maths</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>9-5% in English &amp; Maths</td> <td style="text-align: center;">19%</td> <td style="text-align: center;">29%</td> </tr> <tr> <td>Overall Attainment</td> <td style="text-align: center;">32.21</td> <td style="text-align: center;">39.45</td> </tr> <tr> <td>Overall Progress</td> <td style="text-align: center;">-0.85</td> <td style="text-align: center;">-0.11</td> </tr> <tr> <td>English Attainment</td> <td style="text-align: center;">7.06</td> <td style="text-align: center;">8.29</td> </tr> <tr> <td>English Progress</td> <td style="text-align: center;">-0.93</td> <td style="text-align: center;">-0.30</td> </tr> <tr> <td>Maths Attainment</td> <td style="text-align: center;">5.84</td> <td style="text-align: center;">7.89</td> </tr> <tr> <td>Maths Progress</td> <td style="text-align: center;">-0.92</td> <td style="text-align: center;">+0.15</td> </tr> <tr> <td>EBacc Attainment</td> <td style="text-align: center;">8.25</td> <td style="text-align: center;">11.32</td> </tr> <tr> <td>EBacc Progress</td> <td style="text-align: center;">-1.04</td> <td style="text-align: center;">-0.15</td> </tr> <tr> <td>Open Attainment</td> <td style="text-align: center;">10.86</td> <td style="text-align: center;">12.77</td> </tr> <tr> <td>Open Progress</td> <td style="text-align: center;">-0.63</td> <td style="text-align: center;">-0.12</td> </tr> </tbody> </table> <p>Significant improvements can be seen in the 2018/19 results in comparison to the previous academic year:</p> <ul style="list-style-type: none"> <li>• The number of disadvantaged pupils achieving a 4 and above in English and Maths doubled from 30% to 60%.</li> <li>• The number of disadvantaged pupils achieving a 5 and above in English and Maths increased from 19% to 29%.</li> <li>• The attainment and progress across all elements of attainment 8 significantly improved for disadvantaged pupils.</li> <li>• The average grade in English improved by +0.62 and the average progress increased by +0.63</li> </ul>	Key Measures – Disadvantaged Pupils			Measure	2017/18	2018/19	9-4% in English & Maths	30%	60%	9-5% in English & Maths	19%	29%	Overall Attainment	32.21	39.45	Overall Progress	-0.85	-0.11	English Attainment	7.06	8.29	English Progress	-0.93	-0.30	Maths Attainment	5.84	7.89	Maths Progress	-0.92	+0.15	EBacc Attainment	8.25	11.32	EBacc Progress	-1.04	-0.15	Open Attainment	10.86	12.77	Open Progress	-0.63	-0.12	<p>The year 11 programme of revision has worked well and will continue to be implemented for future academic years.</p> <p>Quality front-line teaching across all year groups will see this improvement continue.</p> <p>The support in the English faculty will continue with both SLE support and a strategic lead for English being appointed.</p>
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B

- Students are selected based on an SAS score below 100 for English and/or Maths, along with reading age data.
- Students below a reading age of 8 years complete a phonics catch up course, Fresh Start - Read, Write Inc.
- Students with a reading age below 11 but above 8 complete an accelerated reader programme, which focussed on accuracy and speed of both reading and writing.
- Those selected for the numeracy programme complete a catch up programme, either Plus 1 or Power of 2, to ensure that they achieve automaticity in basic arithmetic.

£150,000

**HEADLINE FIGURES – YEAR 8 FASTLEARNING NUMERACY**

**End of Term Test**

	Numeracy Average	Year Group Average	Percent Below
Beginning of year	16	45	64
End of Year Average	24	55	56

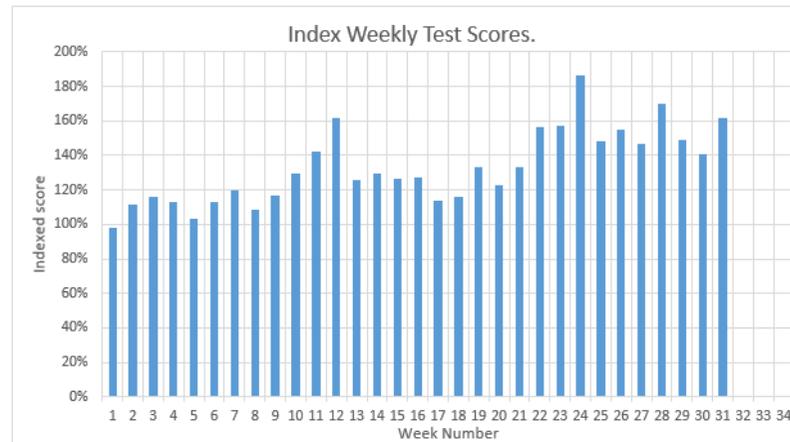
**Times table challenge:**

	Numeracy Average	Year Group Average
Dec 2018	436	333
Jul 2019	313	262
Reduction %	-28%	-21%

*Lower points are an improvement*

Year end 2018/19 (Yr 8) 7 out of top 10 were Fastlearning.

**Weekly Test**



The Numeracy Programme for Fast Learning worked well with participating students getting closer to the mean average end of year test score for the cohort as a whole.

Small group, one to one work has been identified as the most beneficial model for students.

Work will continue with small groups in both Year 8 and 9 in the coming year.

- During the 9 months of intervention, students in the Fast Learning literacy group on average made faster than chronological progress in their reading age.
- The average improvement from September to June for the phonics group was 12 months.
- The average improvement from September to June for the Accelerated Reader group was 19 months.

Small group intervention has had worked well for those students who need to make quick progress in their literacy, allowing staff to ensure that reading at an appropriate level is taking place regularly and to address specific gaps in students' literacy.

With the reduction in TA capacity, the groups will continue this year in smaller numbers for those students still significantly below age expectations in years 8 and 9, focusing on closing gaps in phonics knowledge.

C	<ul style="list-style-type: none"> <li>• Seek support with 'Direct Instruction' training and delivery from St Martins, Leicestershire to implement a series of direct instruction lessons for PP students who are struggling with literacy and numeracy.</li> <li>• Staff inset training on strategies to effectively meet the needs of PP students.</li> <li>• Faculty meeting time dedicated to tracking and planning for PP students.</li> <li>• SEND Team – As part of the role of the SEND team there will continue to be a focus of PP students who are also SEND</li> </ul>	£26,500	<p>10 staff trained on implementation of 'Direct instruction' from the English and maths faculties, 2 days. All students predicted to be below SAS 100 assessed for DI on year 6 transition day. 45 students selected for literacy and/or numeracy. Text books and teacher materials purchased for all year 7 students, plus 20 students in both year 10 and 11 for additional English and maths lessons. Information shared with parents on year 6 transition evening, those selected written to with further information in September. Student performance will be measured through DI assessments at each PA point, STAR reading tests and half termly subject assessments.</p>	Initiative just launched for 2019-20
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D

- Rollout of PP mentoring by ADOYs
- Improved communication and engage with PP parents
- PP first for career's and aspirations guidance through NCOP programme

£75,700

IMPACT: Medium

Y11 HAPP mentors were allocated to students in October 2018 – students were met by their mentors at least once a week and if their mentor was their classroom teacher (English) or their tutor (maths) there was the opportunity for students to have mentoring conversations on a daily basis.

Parental engagement – The table below shows an improving trend of PP parental engagement. Intervention being added for Year 9.

Year group	Attendance	
	2017/18	2018/19
7	58%	64%
8	53%	57%
9	54%	53%
10	50%	53%
11	47%	49%

All PP students have been prioritised to receive targeted careers advice from an independent careers adviser from a **Matrix accredited organisation**. PP students were also given priority for NCOP careers events including CV writing, apprenticeship lectures, enterprise events, careers convention, careers top trumps. Students were also part of visits from universities. All careers advice for PP students displays commitment.

Having subject related mentors to improve quality of conversation.

Raising the profile of the Form Tutor with a closer link with parents.

The need to form stronger links with NCOP.

<p>E</p>	<ul style="list-style-type: none"> <li>Attendance – the attendance team will track the attendance of all pupil premium students and will intervene with any students falling below the school expectation of 96% attendance.</li> <li>50% of attendance team time spent on PP attendance.</li> <li>A hardship <b>reserve</b> is available for bids from staff for initiatives for PP students. This will include 50% off all educational trips/visits and 50% off all music lessons.</li> </ul>	<p>£36,000</p>	<p><b>IMPACT : MEDIUM</b></p> <ul style="list-style-type: none"> <li>In 2018/19 the average disadvantaged attendance is 91.1%, this has increased from 90.4% in 2017/18. Improvements can be further seen in the disadvantaged students in KS3 with the average attendance in KS3 being at 92%.</li> <li>The persistent absence of disadvantaged students has decreased from 30% in 2018/18 to 26% in 2017/18.</li> </ul>	<p>Although improvements in overall attendance and persistent absence can be seen, there is still further improvements to be made.</p> <p>In the 2019/20 academic year, the focus will be to continue the initiatives put in place in 2017/18 but an increased focus on:</p> <ul style="list-style-type: none"> <li>The role of the tutor in driving up attendance.</li> <li>Key family attendance surgeries.</li> <li>Home visits for key persistent absentees.</li> </ul>
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